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ABSTRACT

The vocational guidance program, Creating a Career, is aimed at a target population of disadvantaged youth between the ages of 15 and 25 who are unemployed or underemployed, without a high school education, preparation for an occupation, a knowledge of the world of work, an occupational goal, decision-making skills, skills to find and keep a job, or a positive self-attitude. In order to meet the most urgent needs of this target population, Creating a Career has the following general characteristics: a curriculum-based program, an eclectic methodology, four major areas of focus (self-development, knowledge of the world of work, decision-making strategies, and job search skills), and different modes of delivery. The program is organized into nine main topics (exploring personal roles, listening for understanding, questioning for information, setting goals, choosing an occupation, identifying job opportunities, making job applications, exploring job expectations, and handling job interviews). The various materials used are briefly described in this document and include the instructor's menaul, student book, and an occupational information system (Exploring Occupations Kit--keysort cards, indexes, other occupation information materials, and a filing guide). The remaining 30 pages of the document consist of a sample topic, Making Job Applications, from the instructor's manual. (Author/BP)

ED 099465

CREATING A CAREER

A Description of the Program

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CE 002 476

prepared by

Training Research and Development Station
Department of Manpower and Immigration
Prince Albert, Saskatchewan
February, 1974

CREATING A CAREER

The Problem

Over a quarter of a million Canadian young people leave school and enter the labour force every year. Too many of them are unprepared. Some brief statements will illustrate the extent of the problem:

- Some of them will have less than high school education; many more will have high school only.

- At all levels, young people experience a "reality shock" in making a transition from school to work. Too often they take the first job available.

- 30% of high school students have no career goals (Breton: Social and Academic Factors in the Career Decisions of Canadian Youth, 1972), and there are indications that another 30% have unsatisfactory goals.

- Occupational information provided for students is largely economic and tends to ignore psychological and personal factors which need to be considered in matching their own interests, temperament and aptitudes with the requirements of an occupation. Furthermore, much information is dull and difficult to read, or there may be no easy way to access students to specific content which is relevant to their interests.

- The world of work is continually changing, under automation, bureacratization, and pressures for increased productivity. Work organizations are becoming more complex. Skills soon become obsolete and retraining is required.

- Students are not taught decision-making skills, which will help them to formulate and solve their problems or to make career decisions in a systematic way.

- Many young people, even those who are well-educated, do not know how to conduct an effective job search. They leave school without learning where to look for information or job openings, without a knowledge of agencies and individuals who can assist in job search and placement, and even without learning how to fill in application forms.

- A survey of why 153 companies rejected applicants revealed that education and technical competence were only 9th and 29th respectively in a list of 50 reasons. More important

were personal appearance, aggressive manners, inability to express themselves, lack of purpose and career goals, and lack of confidence and poise. Young people need training in interview skills.

- Lack of career goals and lack of good interpersonal skills can be related directly to a negative self-concept and a lack of self-development. Without a positive self-image, young people find it hard to present themselves adequately. They cannot make good decisions and they tend to give up, drift along and accept less than their real capabilities would indicate. Free choice depends on the self-knowledge that one has and how such knowledge is applied in one's actions.

- School guidance programs are limited; no more than 15% of Canadian high schools have full time guidance counsellors (Breton). Even when a school has a guidance counsellor, without a curriculum approach in which all students are involved only part of the school population receives benefits. Too often the students who need guidance most receive the least help.

- In 1972 young people with less than 11 years of school represented 72% of the unemployed, and nearly 50% of all registered clients at Canada Manpower Centres were between 15 and 25 (Manpower Utilization Branch).

The Target Population

Many of these problems concern high school or even college graduates, but they are most acute for young people who dropped out before completing high school. Creating A Career is therefore aimed at a target population with some or all of the following characteristics:

* unemployed or underemployed
* between the ages of 15 and 25
* without a high school education
* without preparation for an occupation
* without a knowledge of the world of work
* without an occupational goal

* without decision-making skills

* without the skills to find and keep a job

* without a positive self-attitude

The Program: Creating A Career

In order to meet the most urgent needs of this target population, Creating A Career has the following general characteristics:

1. A Curriculum-Based Program

Creating A Career provides a curriculum which a classroom instructor without specialized guidance training can teach effectively. In this way all students can experience the program in conjunction with, and correlated with, other courses. A major part of vocational guidance can be delivered through classroom techniques, without further burdening guidance counselors who already have high student loads.

2. An Eclectic Methodology

Cognitive aspects of the world of work, self-assessment variables, decision-making strategies and job search skills are handled in Creating A Career in "how to" lessons, using a variety of commonly used classroom instructional strategies such as lecture-discussions, filmed and audiotaped models and exercises, overhead projectuals, and role-playing. Individualized experience is provided in support of group activities in the more personal aspects of self-development, setting personal criteria, and career choice, and one-to-one sessions with a counselor can be included. Instructors and counselors using the program are free to draw from their own experience and the universe of known strategies to choose appropriate instructional methods for any of the curriculum situations.

3. Four Major Areas of Focus

In the original concept study which preceded development of Creating A Career, the defined problems coalesced into four main areas:

a. Self-development
b. Knowledge of the world of work
c. Decision-making strategies
d. Job search skills

The program provides training in these four main areas to meet the two general objectives of Creating A Career:

* To have students prepare a realistic plan to achieve an appropriate career goal.

* To have students demonstrate appropriate job search and job application techniques and the ability to function within employer expectations.

4. Different Modes of Delivery

Creating A Career requires between 40 and 50 classroom hours of instruction and individual work. It can be presented as a full program of about two weeks, or it can be conducted as one course along with other courses in basic education or skill training. It can be conducted in whole or in part; each topic is designed to stand by itself in relation to the others. Particular target groups may require more emphasis on certain topics than others.

The Content

1. Organizational Characteristics - The content is organized into nine main topics. Each topic (see the chart on page 7) consists of from one to four units. Within each unit, the content is described by instructional objectives which provide the basis for each of the discrete lessons and exercises. The first five topics are principally concerned with activities designed to facilitate an occupational choice. The latter part, topics six through nine, focuses mainly on skills which will help the student prepare for an effective job search.

2. Areas of Focus - The criteria for the inclusion and organization of the content was generated from the four main areas of focus, identified as self-development, knowledge of the world of work, decision-making strategies and job search skills.

Self-development activities are necessarily embedded in each of the topics, with knowledge of self, identification of life style factors and formulation of self-development goals included in Topics I - V.

World of work knowledge is principally developed through experiences in Topic V where students explore occupations and jobs in relation to their personal profiles of interests, aptitudes, personal goals and life styles. A reference system provides access to further occupational information.

Students experience decision-making strategies situationally in setting criteria, exploring alternatives and setting and making plans to facilitate personal goal achievement in Topic IV. Again in Topic V they apply the same model to the formulation of an occupational goal. While experiencing the process of decision-making, students can rationally evaluate these strategies as tools to use at later decision points in implementing their career plans.

Job search skills are introduced in Topic VI, in a study of how to identify job openings. This stimulus leads to further experiences in learning and practicing job search skills in Topics VII and IX. A feature of Topic VIII is the identification and practice of employer roles as a basis for determining employer expectations in various jobs.

3. The Topics

Topic I: Exploring Personal Roles

In an exercise, "Ten Persons I Am", students list ten roles they play and rank them according to importance and according to their own evaluation. They then list ways they spend time and money and relate them to their roles, noting agreements and inconsistencies.

Topic II: Listening For Understanding

A film, "Listening Techniques", introduces and models the good attending behaviours of eye contact, following, reflecting and putting a speaker at ease. The film is followed by an audiotaped listening exercise in which students get practice in noting details, reasons and inferences and in selecting the main points of spoken messages. The situations shown in the film are typical job interviews with an employer and an applicant.

Topic III: Questioning For Information

The topic begins with a set of programmed exercises which prepare students to use the 6WH questions purposefully. Two audiotaped question/answer models follow with commentaries on questioning techniques. Then a demonstration of a role-play situation prepares students for a set of 12 role-plays, in which pairs of students alternate as questioner and responder and they jointly evaluate their performance.

Topic IV: Setting Goals

In the exercise, "Ten Persons I Want To Be", students identify desirable roles in their future, and they examine related characteristics or activities which may support or hinder the achievement of those roles. They draw up criteria for setting long-term goals, and they analyse their main goal to consider what personal factors might be changed and what supporting goals must first be reached.

Topic V: Choosing An Occupation

Students use the results of various assessments of interest and aptitudes, along with other personal criteria and their levels of education and training, to make individual profiles which will help them to choose occupations or occupational families for exploration. A manual key sort technique with 508 cards listing Canadian occupational groups gives students ready access to relevant information in the occupational information system. Finally, students explore various businesses and industries in which their chosen occupations are practised.

Topic VI: Identifying Job Opportunities

Students are first presented with general frequencies of job openings in particular occupations in cities of different populations, and they consider the causes of job openings. They then study the types and services of employment agencies, the use of the media in finding jobs, and how to make use of personal contacts.

Topic VII: Making Job Applications

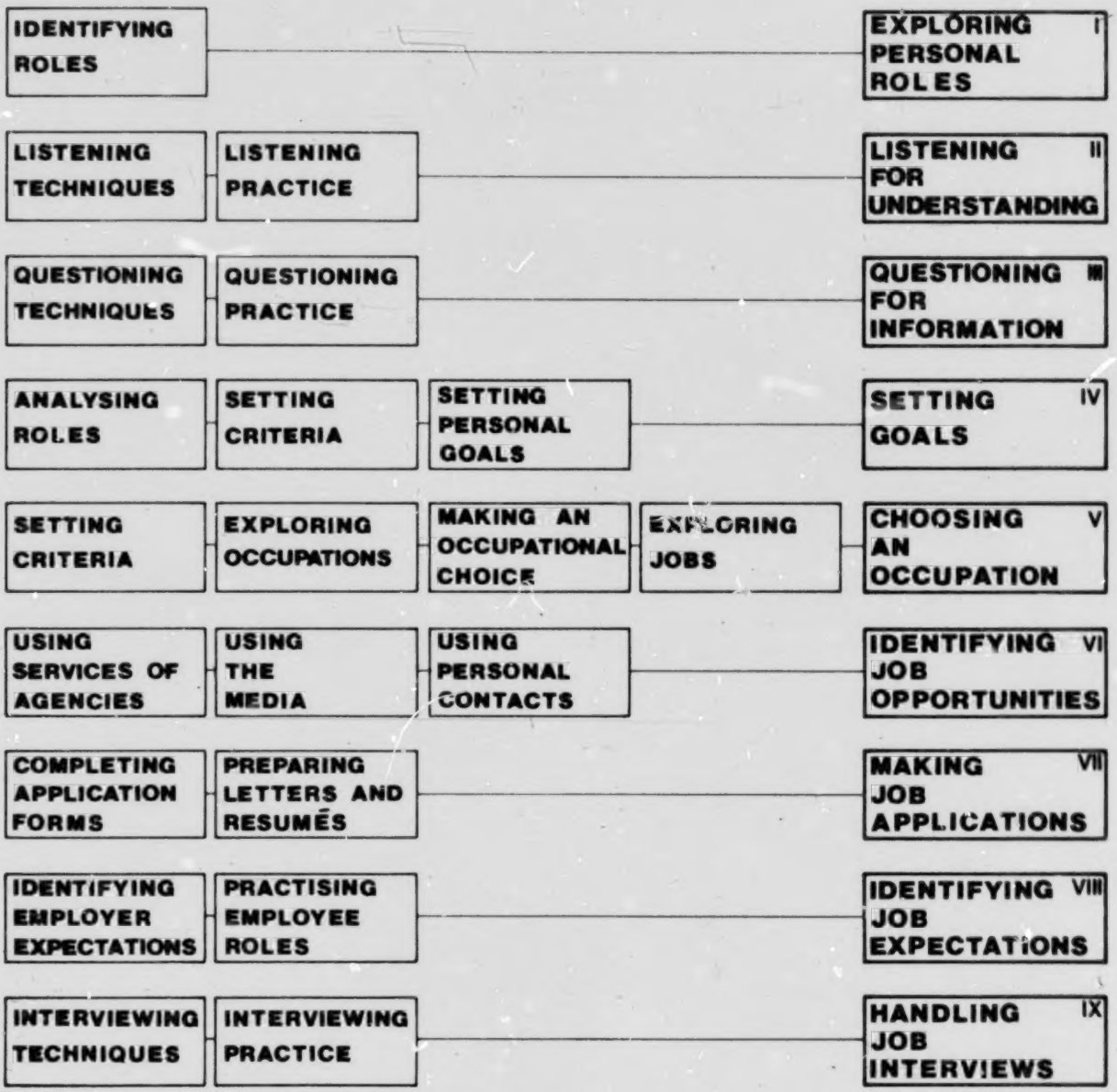
This topic provides models and practice in filling out application forms, and in writing resumes and letters of application. The Master Registration Form from CMC's is introduced and explained.

Topic VIII: Exploring Job Expectations

In both pictures and text, students examine the normal expectations that employees have of their employers and in return what employers have a right to expect of their employees. Students make a check list of how well they can meet job expectations.

CREATING A CAREER

CONTENT CHART



Topic IX: Handling Job Interviews

The film, "Listening Techniques", from Topic II is shown again as a model for interviews. Students identify and evaluate good interviewing techniques and then try them out in role-playing situations with instructor, peers, and co-operative employers and interviewers from employment agencies.

The Components

The components are the materials and equipment which organize the content and process for the instructor and the students. The components in Creating A Career are:

1. Instructor's Manual

This is the instructor's guide to managing and conducting the course. The manual includes an introduction to the content, process and other components of the course. Each of the nine topics is described, beginning with topic objectives and an overview of the units in the topic. The plan for each unit within a topic includes its objectives, and a brief outline of the learning activities and components required in each exercise. The lessons are fully described, and most of the exercise materials, including copies of the projectuals, scripts of tapes and film, and activity forms for the students, are included with the plan for each exercise.

2. Student's Book

This is a text-workbook for use by each student. The content is organized in topics and units as described in the instructor's manual. Space is provided on prepared forms for most of the student's written exercises. A major function of the book is that it gives the students a career planning manual which they can continue to use after the course as a reference for further career-related decisions and in a job search.

3. Occupational Information System

The various parts of this system are described together to show their relationship and use in providing access to, managing, and using occupational information materials. (The system is illustrated on page 11.)

The parts are:

a. Exploring Occupations Kit (Keysort Cards) - This kit contains 508 keysort cards. Each card describes a group of occupations which represent all or part of a unit group of occupations based on the CCDO classification. The unique feature of the kit is its capability as an access tool. By using the manual key-sorting technique, the student can identify occupational groups which are suited to his particular profile of interests, temperaments, aptitudes and other preferences. In addition, the cards carry a description of the occupational group for direct reading if desired. The cards have been selected with the objective of accessing the total world of work in the Canadian economy.

b. Indexes - Three indexes are included in the system for use at various points to meet particular needs for accessing and information retrieval:

(i) Occupational Reference Index. This index consists of a list of the CCDO unit groups (4 digit) with the unit group names. Various occupational information materials are referenced to the base list of unit groups. When unit groups have been identified for exploration or study, the index provides access to the appropriate book, chapter, card, pamphlet, page, etc., in the materials.

(ii) Industry Index. Each occupation (approximately 6700) in the CCDO is grouped under various industry descriptors to provide cross referencing and exploration of occupations within broad industry classifications. Access to information is provided through the "industry" to specific occupations, which, when identified by unit group number, link to the Occupational Reference Index and hence to the relevant information.

(iii) Alphabetical Index. Each occupation is listed by its base title and alternate titles. Industry designations and CCDO code numbers are also given. The first 4 digits which represent the unit group provide access to the Occupational Reference Index.

c. Other Occupational Information Materials - Only a core of materials has been selected and recommended. The design of the system is such that any number or type of materials can be added and indexed by an instructor. The core materials which carry the basic information load are:

(i) G.C. Monographs (Guidance Centre, College of Education, University of Toronto). There are over 300 of these monographs, each describing a single or small group of occupations. They are in pamphlet form and are suitable for looseleaf binding, display shelf or filing.

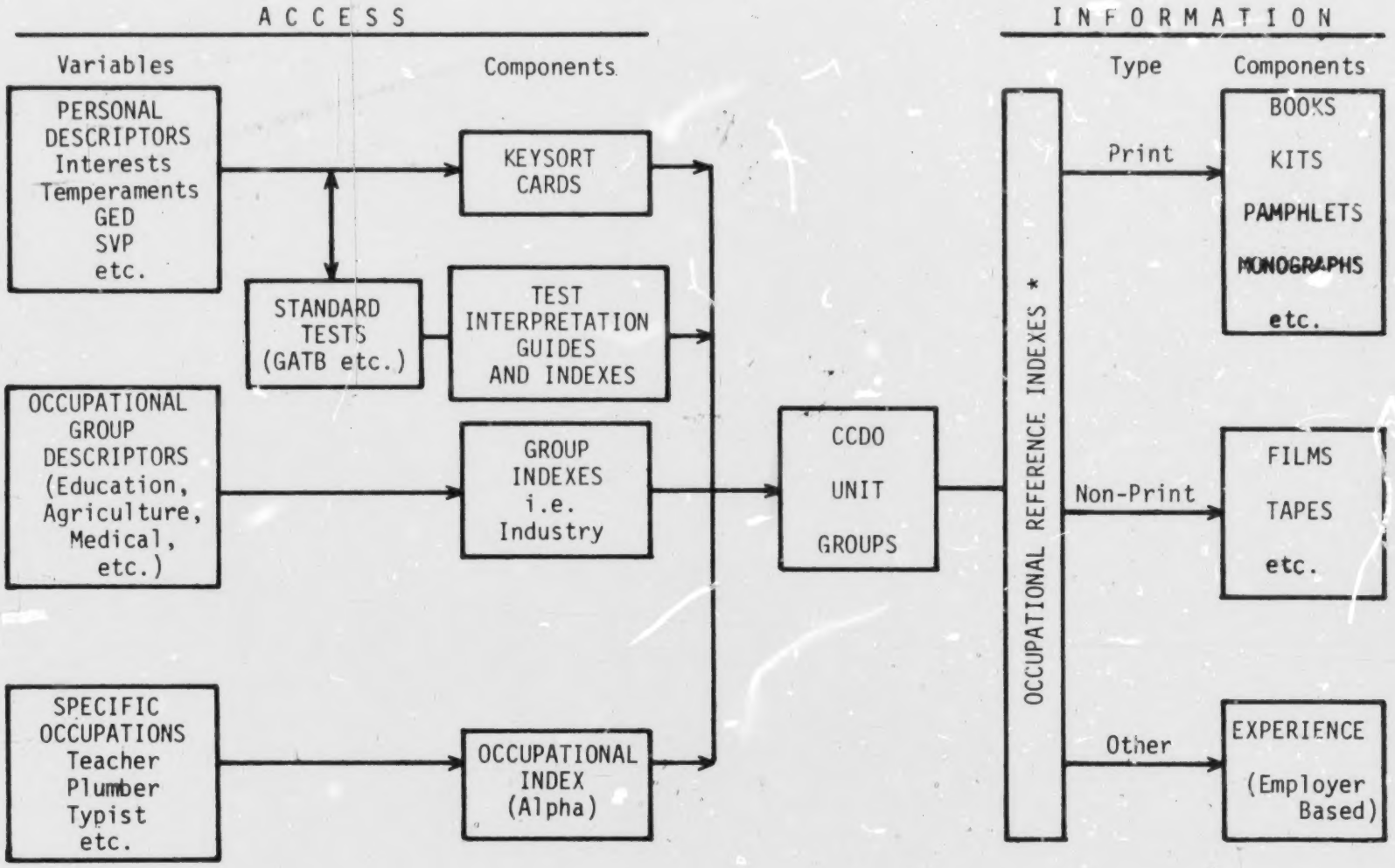
(ii) Occupational Exploration Kit (Science Research Associates). This kit contains 300 pamphlet type descriptions, each covering a single or small group of occupations. In addition, booklets are included on major industries and types of work which enable study of work in broad fields.

(iii) Canadian Classification and Dictionary of Occupations. (Department of Manpower and Immigration).

d. Filing Guide - This is a guide for instructor or counsellor use in collecting, filing and maintaining the following types of occupational information:

(i) Single-job unbound publications;
(ii) Single-job bound publications;
(iii) Single-job audio visual materials;
(iv) Multiple-job unbound publications;
(v) Multiple-job bound publications;
(vi) Multiple-job audio visual materials.

OCCUPATIONAL INFORMATION SYSTEM



* Occupational Reference Indexes required for all occupational information which does not have integrated access by CCDO Unit Group number.

The following section is a sample topic, Topic VII, Making Job Applications, from the Instructor's Manual.

13

DATE

NAME

EDUCATION

DEPENDANTS

ADDRESS

AGE

EXPERIENCE

VII

MAKING JOB APPLICATIONS

MAKING JOB APPLICATIONS

OBJECTIVES

Students will learn the written procedures for making job applications. Specifically, students will learn to:

1. Fill in job application forms.
2. Prepare a resumé of training, work experience and personal data.
3. Write a letter of application for a particular job.

OVERVIEW

Students will learn the written skills necessary for filling in job application forms, preparing a resumé and writing a letter of application. Itemized models provide information at each step.

Unit 1 - Completing Application Forms gives instruction and practice in filling in job application forms.

Unit 2 - Preparing Letters and Resumés gives instruction and practice in preparing resumés and writing letters of application.

EVALUATION

Preparation of application forms, a resume and a letter of application in proper form and content.

UNIT I : COMPLETING APPLICATION FORMS

OBJECTIVES

1. Complete sample application forms for employment by interpreting abbreviations and filling in the necessary information legibly and correctly.

2. Complete the Manpower and Immigration Master Registration form.

LEARNING ACTIVITIES

1. Exercise 1. Complete Application for Employment No. 1

   Projectual Set: Application for Employment

   Student's Book: Form No. 1

2. Exercise 2. Complete Application for Employment No. 2

   Student's Book: Itemized Instructions for Form No. 2
   Form No. 2

3. Exercise 3. Complete the Manpower and Immigration Master Registration form.

   Student's Book: Client Instruction for Completion of Master Registration
   Master Registration Form

EXERCISE 1. PROJECTUAL SET: APPLICATION FOR EMPLOYMENT FORM

OBJECTIVE #1

Complete sample application forms for employment by interpreting abbreviations and filling in the necessary information legibly and correctly.

STRATEGIES

Work through and discuss the application form on the projectuals. Note variations which might occur and fill in the best answers to all parts.

INTRODUCTION

Many job openings these days require you to fill out an application form. If you can't fill it out correctly, you likely won't get the job. Here is part of an application form. This form is in your **Student's** *Book. Find it and we'll work through it together.*

APPLICATION FOR EMPLOYMENT NO. 1

NAME _____ TELEPHONE _____

ADDRESS _____ AGE _____

MARITAL STATUS _____ SOC. INS. NO. _____

CONDITION OF HEALTH _____ WEIGHT _____ HEIGHT _____ SEX _____

NUMBER OF DEPENDANTS _____ WIFE (HUSBAND) WORK? _____

EDUCATION

HIGH SCHOOL GRADE COMPLETED _____ YEAR _____ SCHOOL _____

LIST OTHER EDUCATION

-- Course	year completed	school

EXPERIENCE: LIST ALL JOBS UNDER THE GIVEN HEADINGS. START WITH MOST RECENT OR PRESENT POSITION.

Employer	Position	From	To	Supervisor

LIST 3 REFERENCES HERE

Name	Address	Telephone

DATE _____ SIGNATURE _____

APPLICATION FOR EMPLOYMENT NO. 1

NAME _____ TELEPHONE _____

ADDRESS _____

MARITAL STATUS _____ AGE _____

CONDITION OF HEALTH _____ WEIGHT _____ HEIGHT _____ SEX _____

NUMBER OF DEPENDANTS _____ WIFE (HUSBAND) WORK?

EDUCATION

HIGH SCHOOL GRADE COMPLETED _____ YEAR _____ SCHOOL _____

LIST OTHER EDUCATION

-- Course	year completed	school

EXPERIENCE: LIST ALL JOBS UNDER THE GIVEN HEADINGS. START WITH MOST RECENT OR PRESENT POSITION.

Employer	Position	From	To	Supervisor

LIST 3 REFERENCES HERE

Name	Address	Telephone

DATE _____ SIGNATURE _____

EXERCISE 2. ITEMIZED INSTRUCTIONS - APPLICATION FOR EMPLOYMENT NO. 2

The first impression many employers will get from you is your application form. If you fill it out correctly and neatly, it will tell him positive things about your aptitudes and reliability and acquaint him with your skills and experiences. Each employer has a form which asks the questions he feels are necessary for his decision. The form we are going to use as an example may be more complicated than most, but it will give you a good idea of the type of questions you will have to answer.

HERE IS A GOOD CHECK LIST TO FOLLOW. When you are finished filling in the form, come back to the list as a guide to checking your form.

1. The form must be accurate.
2. The information must be complete.
3. The information must be honest.
4. The form must be neat.
5. The written instructions must be followed.
6. All responses must be typewritten or written in ink.

The following is a step by step set of instructions to fill out the form. Read the information for each number on the instruction page, then complete that part of the application form. Read carefully.

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT 1

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location	Rate
Position	Date

PERSONAL

Date: 2

Name 3 _____ (Last / First / Middle Initial) Social Insurance No. 4 _____

Present Address 5 _____ (No. / Street / City / Province)

Telephone No. 6 _____ How long have you lived at above address? _____

Previous address in Canada 7 _____ (No. / Street / City / Province)

How long did you live there? _____ Height _____ ft. _____ in 8 Weight _____ lbs.

Marital Status: 9 Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage _____

Date of birth 10 _____ (Mo. / Day / Year) Sex M _____ F _____

Number of children _____ Their ages _____ Number of dependents 11 _____

Does your wife/husband work? _____ If yes, what kind? _____ His/her earnings $ _____ per week

Do you own your own home? _____ Pay rent? _____ Monthly rent (if you rent) _____ Own a car? _____

Do you have any physical defects that could limit your effectiveness in position applied for? _____ If yes, describe _____

Have you had a major illness in the past 5 years? _____ If yes, describe _____

Have you received compensation for injuries? _____ If yes, describe _____

Position(s) applied for _____ Rate of pay expected $ _____ per week

Would you work Full-Time _____ Part-Time _____ Specify days and hours if part time _____

Were you previously employed by us? _____ If yes, when? _____

WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE FROM MON	DATE FROM YR.	DATE TO MON	DATE TO YR.	NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING

(1) Each firm has its own way of filling out the forms. Some firms require both printing and writing. They may use this to see if you follow instructions. Read the instructions at the top of the form carefully. The date is the day you fill out the form.

(2) On forms where space is not supplied for day, month and year, write out the name of the month in all places a date is requested.

(3) They may ask you to list your name in one of several ways. Your last, or family, or surname is usually put down first, but it may be the other way around. They will also want your first and middle name or your first name and initial of your second name. Or they may just want your initials. Be careful. Put down exactly what they ask for. If you have no second name put a small dash in that space.

(4) In most cases, you will be asked for your Social Insurance Number. List it the same way it is on your card: three groups of three numbers.

(5) In the address section, give your normal, complete, mailing address. They may want to offer you a job and they'll want to find you with the least amount of effort.

(6) Your phone number includes your area code; this application may have to go to a head office.

(7) Previous address; give the full address and how long you were there.

(8) Your height and weight are usually requested, but some firms even want the colour of your eyes and the colour of your hair.

(9) Marital status. Some firms want very accurate information. Some firms don't. If there is a future marriage or divorce ahead of you, put down your status as of the day you fill in the form and a note of potential change.

(10) Your date of birth. Your sex. This may not seem necessary when, to you, your first name is obviously male or female. Fill it in; the person who reviews this application doesn't like playing guessing games.

(11) Other dependants. This is the total number of dependants including children, spouse, parents or others.

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location	Rate
Position	Date

PERSONAL

Date _____

Name _____ (Last / First / Middle Initial) Social Insurance No. _____

Present Address _____ (No. / Street / City / Province)

Telephone No. _____ How long have you lived at above address? _____

Previous address in Canada _____ (No. / Street / City / Province)

How long did you live there? _____ Height _____ ft. _____ in Weight _____ lbs.

Marital Status: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐ Date of Marriage _____

Date of birth _____ (Mo. / Day / Year) Sex M _____ F _____

Number of children _____ Their ages _____ Number of dependents _____

Does your wife/husband work? 12 If yes, what kind? _____ His or her earnings $ _____ per week

Do you own your own home? _____ 13 Pay rent? _____ Monthly rent (if you rent) _____ Own a car? _____

Do you have any physical defects that could limit your affectiveness in position applied for? _____ If yes, describe _____

Have you had a major illness in the past 5 years? _____ If yes, describe _____ 14

Have you received compensation for injuries? _____ If yes, describe _____

Position(s) applied for 15 _____ Rate of pay expected 16 _____ per week

Would you work Full-Time _____ Part-Time 17 _____ Specify days and hours if part time _____

Were you previously employed by us? _____ If yes, when? _____

18 WORK EXPERIENCE

Please state all the jobs you have held since you started working. Kindly include all part-time or summer employment whilst attending school.

DATE FROM MON.	DATE FROM YR.	DATE TO MON.	DATE TO YR.	NAME OF COMPANY OR EMPLOYER	ADDRESS	NATURE OF DUTIES OR JOB HELD	MONTHLY SALARY	REASON FOR LEAVING

(12) They sometimes want to know if your spouse works, what his/her position is, and in some cases, how much he/she makes and how long he/she has been there. The question about his/her salary may seem quite personal, but these applications are treated in confidence and these figures don't become public knowledge.

(13) A few application forms ask questions about your home or your car. Again, this may seem to be none of their business, but the person who reviews these applications in order to select the ones he wants to interview has very likely never met you or the other applicants. This application form is the only guide he has and he will want to form an opinion about you before he sets up the interview.

(14) Physical defect or limitations. Most firms want to know about any physical limitations you may have and, if you are in a more remote area, away from complete medical services, they want to know quite a bit of detail. Generally, they want to know about such things as hearing loss, poor eyesight, speech impediments, etc.

(15) What position do you want? Be specific! An answer like 'anything" or "whatever you have open" doesn't really impress employers.

(16) State the salary you expect. If you feel you should start at the minimum wage level until you get into the swing of things, put it down. A lot of employers are getting wary of people who feel they should start at the top. On the other hand, if you feel you have to have more than the minimum wage in order for you to go to work, state what the minimum salary for you would have to be.

(17) Do you want to work full or part-time? If you are prepared to work only part-time, say so. Sometimes a part-time job can develop into a full-time job.

(18) Your past jobs. Be as accurate as you can. Over the years, we sometimes forget salary levels, the address of firms, the starting and finishing dates, but put down as much as you can. The usual practice is to list the last job you had first and go back from there. Be honest in stating your reason for leaving those jobs.

RECORD OF EDUCATION

School	19 COURSE OF STUDY (Including Major Subjects)	Years Attended From	Years Attended To	Check Last Year Completed	Did You Graduate?	List Diploma or Degree
Elementary				5 6 7 8	☐ Yes ☐ No	
High				1 2 3 4 5	☐ Yes ☐ No	
University				1 2 3 4	☐ Yes ☐ No	
Other (Specify)				1 2 3 4	☐ Yes ☐ No	

List any friends or relatives working for us _____

20 Name _____ Relationship _____

Name _____ Relationship _____

Were you ever convicted? _____ If yes, describe in full _____

_____

_____

21 PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

Have you ever been bonded? If yes, on what jobs? _____

May we contact the employers listed? _____ If not, indicate by No. which one(s) you do not wish us to contact ____

_____

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

_____

Signature of Applicant

(19) Your education. Again, dates may be hard to remember, but some firms want to know more than just the year. Under the other, or special or night school heading, list the courses that you have taken such as business courses, first aid, technical courses. Don't list hobby courses. For other languages, state whether you are fluent in the use or have a basic knowledge only.

(20) There are other questions that are required for certain industries such as "do you have any relations working for the company" or "have you ever been convicted". Answer truthfully.

(21) Finally, what references do you have? References are the people who the employer can call to find out about you. Most firms request that you don't use relatives as a reference and many request that you don't use former employers. Before you use anyone's name, be sure you check with him first. It may just happen that your reference and the firm you want to be employed at are not on the best of terms. Using that reference may do you more harm than good. If you do get the job, be sure to thank the persons you used as references.

When you have completed the form, read it completely over once more. Perhaps you missed a question or did not read the question correctly. Go over the information for each number to see that all the points have been covered.

EXERCISE 3. MANPOWER AND IMMIGRATION MASTER REGISTRATION FORM

Students should first read the form "Client Instructions for Completion of Master Registration" in their books. This is a complicated form and the instructor will have to spend some time discussing it with the class and explaining any instructions or requirements which are difficult for students to understand.

Then the students fill in the blank Master Registration Form in their books. The instructor should check that each one is correct.

MASTER REGISTRATION FORM

01 SOCIAL INSURANCE NO. | 02 SURNAME | 03 INITIALS | 35A PRIME OCCUPATION CODE | B PS | C EX | M AT

04 DOCUMENT SERIAL NO. G0000000 | 05 TITLE 1 MR 2 MRS 3 MISS | 06 GIVEN NAME USED | 07 DATE OF BIRTH DAY MTH YR | T TITLE

08 HOME ADDRESS (NO. AND STREET) | 09 RES CODE | 10 MARITAL STATUS 1 SINGLE 3 MARRIED 3 OTHER | W NOTES

11 (CITY OR TOWN) | 12 NO OF DEPENDENTS | 13 WEIGHT IN LBS | 14 HEIGHT FT IN | 35 IND EXP D G K

15 PROVINCE | 16 POSTAL CODE | 17 TELEPHONE NO. | 18 OTHER PHONE NO. | 37 U I C 1 YES 2 NO | 38 O A 1 YES 2 NO | 39 PRT | 40 CMC RESP

19 IN WHAT ZONE(S) OF THIS AREA ARE YOU PREPARED TO WORK (SEE MAP)
A B C D E F G H K | 41 CD | 42 ACTION DATE DAY MTH YR | 43 HO | 44 REG | 45 CMC | 46 UNIT

20 IF YOU WILL MOVE TO GET A JOB WHERE WILL YOU MOVE TO
M ATLANTIC PROVINCES P QUÉBEC R ONTARIO S PRAIRIES N W T T B C YUKON X OTHER | 47 P Q A C E G J L

WORK DESIRED
21A (CHECK ONE BOX ONLY) 1 PERMANENT 2 TEMPORARY 3 CASUAL 4 ANY
21B (CHECK ONE BOX ONLY) 1 DAYS ONLY 2 EVENINGS ONLY 3 NIGHTS ONLY 4 ANY TIME
21C (CHECK ONE BOX ONLY) 1 FULL TIME 2 PART-TIME 3 EITHER
21D EXPLANATION (IF NECESSARY)

48 CD	ACTION DATE	CD	ACTION DATE	CD	ACTION DATE

22A DESCRIBE ANY DISABILITY THAT MAY AFFECT YOUR EMPLOYMENT | 22B DHS CODE

23A DO YOU QUALIFY FOR VETERANS PREFERENCE 1 YES 2 NO
23B IF YES ARE YOU RECEIVING VETERANS DISABILITY PENSION 1 YES 2 NO
24 IF YOU ARE NOT A CANADIAN CITIZEN IN WHAT YEAR DID YOU ENTER CANADA 19

IF REQUIRED FOR WORK DO YOU HAVE
25A AUTOMOBILE 1 YES 2 NO
25B TOOLS 1 YES 2 NO
25C SAFETY EQUIPMENT 1 YES 2 NO
25D DRIVER'S LICENCE 1 NONE 2 OPERATOR 3 CHAUFFEUR 4 OTHER (SPECIFY)

49 ACT A D G K

50 MAST CHECK 1 | 51 CMHP A B | 52 CMHP A B | 53 CMC PREP | 54 UNIT

26A WAGE REQUIRED $ PER | 26B CODE | 27A LANGUAGES ENGLISH SPEAK WRITE | FRENCH SPEAK WRITE | OTHER (SPECIFY) SPEAK WRITE | 27B S W

55A ALTERNATIVE OCCUPATION CODE | B PS | C EX | 2

28A CAN YOU START WORK IMMEDIATELY YES NO | 28B IF NOT, WHEN | 28C CD | 28D DATE AVAILABLE DAY MTH YR | 28A EDUC PRES | 28B EDUC FUT

T TITLE

W NOTES

29 EDUCATION	C HIGHEST GRADE COMPLETED	D YEAR IN WHICH COMPLETED	E PROVINCE OR COUNTRY	F LICENCE DIPLOMA CERTIFICATE DEGREE ETC	G AREA OF SPECIALIZATION	H ADDITIONAL DETAILS
ACADEMIC						
K TRADES TECHNICAL						
L COMMERCIAL						
M TECHNOLOGICAL						
N COLLEGE/UNIVERSITY						
P OTHER						

55 E/T D G K N

56A ALTERNATIVE OCCUPATION CODE | B PS | C EX | 3

T TITLE

W NOTES

30 WHAT JOB(S) ARE YOU LOOKING FOR (IN ORDER OF PREFERENCE)

56 CRE D G K N

57A ALTERNATIVE OCCUPATION CODE | B PS | C EX | 4

T TITLE

W NOTES

FOR THOSE INTERESTED IN FEDERAL PUBLIC SERVICE EMPLOYMENT
31A WANT JOB WITH 1 FED PUB SERV ONLY 2 FED PUB SERVICE OR OTHER EMPLOYER
31B CANADIAN CITIZEN 1 YES 2 NO
31C WANT EXAMINATION IN 1 ENGLISH 2 FRENCH

32 ARE YOU EMPLOYED 1 YES 2 NO | 33 SEEKING WORK SINCE DAY MTH YR | 34 IF MEMBER OF PROFESSIONAL ASSOCIATION OR UNION GIVE NAME

57 ACT E/T CRE D G | 57 L M N P R S S C

WORK HISTORY STARTING WITH YOUR MOST RECENT JOB

JOB TITLE	58A.	58A	60A
WORK PERFORMED	B.	B	B.
NAME OF EMPLOYER	C.	C.	C.
LOCATION	D.	D.	D.
TYPE OF BUSINESS	E.	E.	E.
FINAL SALARY	F. $ PER	F. $ PER	F. $ PER
DATES EMPLOYED	G. FROM MONTH YEAR TO MONTH YEAR	G. FROM MONTH YEAR TO MONTH YEAR	G. FROM MONTH YEAR TO MONTH YEAR
REASON FOR LEAVING	H.	H.	H.
NAME OF EMPLOYER	J.	J.	J.
LOCATION	K.	K.	K.
TYPE OF BUSINESS	L.	L.	L.
FINAL SALARY	M. $ PER	M. $ PER	M. $ PER
DATES EMPLOYED	N. FROM MONTH YEAR TO MONTH YEAR	N. FROM MONTH YEAR TO MONTH YEAR	N. FROM MONTH YEAR TO MONTH YEAR
REASON FOR LEAVING	P.	P.	P.

Manpower and Immigration Main-d'œuvre et Immigration

MAN 701E-S (10-72)

MASTER REGISTRATION

DATE SIGNED

SIGNATURE OF CLIENT

ÉGALEMENT DISPONIBLE EN FRANCAIS (FORMULAIRE MAN 701 F-S)

UNIT 2: PREPARING LETTERS AND RESUMÉS

OBJECTIVES

1. Prepare a resumé of training, work experience and personal data following a model resume.

2. Write a letter of application for a given job opening following the format and content of a given model letter.

LEARNING ACTIVITIES

1. Exercise 1. Work through the itemized model resumé with students and discuss it until clear.

   Student's Book: Introduction to Unit 2 Preparing Letters and Resumés
   Itemized Model Resumé

2. Exercise 2. Have students prepare a resumé of their own personal data, education, training and experience following the model.

   Student's Book: Preparing a Resumé

3. Exercise 3: Work through the itemized instructions for writing a letter of application with students.

   Student's Book: Itemized Model Letter of Application

4. Exercise 4. Have students write a letter of application for a given job opening. Newspaper advertisements are provided in the student's book.

   Student's Book: Form of Application Letter
   Writing a Letter of Application

5. Exercise 5. Optional. Students prepare a letter and resumé package using the prepared resumé and a covering letter written in response to a given newspaper advertisement.

   Student's Book: Written Application Techniques

EXERCISE 1. ITEMIZED MODEL RESUMÉ

A resumé is a summary of your personal information such as age, sex, marital status, health, your education and training, your work experience and usually the names of your references. A resumé must be directed to a prospective employer.

The summary of your work experience and your achievments may become one of the most important things you prepare in your job search. You should use an accepted model and write it carefully.

A good resumé will help in the following ways:

1. It will create a favourable impression with an employer.

2. It may excite the interest of an employer.

3. It will outline your personal characteristics and point out your qualifications.

4. It will focus attention on your special abilities.

5. It will give you the best opportunity to be hired for a job that suits your qualifications.

HERE IS A CHECK LIST TO FOLLOW when preparing your resumé. Look back at the list after you have done yours to see that all the points are covered.

It should include:

1. Personal information - name, age, sex, full address, marital status, family and dependants, state of your health.

2. Education and training information - education level completed, special training, certificates, diplomas, degrees, etc. with dates received.

3. Experience - your work experiences with brief descriptions of your duties and responsibilities for each job you have held.

4. Reference - list of names of persons who can tell the employer about your characteristics, education and work experience.

This resumé can be a model for resumés you may want to prepare to help you find employment in the future.

RESUMÉ OF

STEPHANIE JOAN LAMBERT (1)

2206 - 6th Avenue East

Maple Leaf, Saskatchewan

S9V 2E7 (2)

Telephone: (306) 858-4579 (3)

THE PARTS OF A RESUMÉ

A The Cover Page

The resumé often contains a title or cover page which gives the following information:

1. Your full name.

2. Your full mailing address including postal code.

3. Your telephone number, including area code.

This page gives the prospective employer all the information needed to contact you if he wishes an interview. It also places this information immediately in front of him.

B

Stephanie Joan Lambert (1)

2206 - 6th Avenue East
Maple Leaf, Saskatchewan S9V 2E7 (2)

Telephone: (306) 858-4579 (3)

EMPLOYMENT OBJECTIVE (4)

Salesclerk in the retail sales of floral specialties, gifts or fabrics.

WORK EXPERIENCE (5)

Meeting and Dealing with People

During my employment as a salesclerk, I was recognized by the Department Manager for my ability to handle difficult customers. As a switchboard operator, I gained a reputation for my tact. As a housewife for the past 12 years, I have had to use tact and discretion in a variety of difficult situations.

Through my involvement in community work over the past 5 years (meals-on-wheels program - delivering food to shut-ins) I have had to meet and work with many people and I was particularly praised for my patience with the sick. As convenor for my hobby club, I was responsible for maintaining a roster of the members; then I had to contact them when it was their turn to donate lunch.

Ability

At home I have learned to operate and maintain a variety of equipment - washer, dryer, stove and many small appliances. I learned to make temporary repairs to small appliance wiring. An eager learner, I have become an excellent cook and have been praised for the originality of my menus and quality of meals.

In order to attend night classes in ceramics and sewing and to participate in community work, I learned to drive in just 4 lessons (I hold a valid driver's licence). I took up ceramics and quickly learned molding techniques, the application of color and glaze and the operation of the kiln. In sewing, I was complimented for my progress and application of techniques.

B Body of the Resume

In the upper left-hand corner, the information which was on the title page is repeated.

(1) Your full name.

(2) Your complete address.

(3) Your telephone number.

(4) EMPLOYMENT OBJECTIVE

A short statement of your goals or what you wish to do on the job.

(5) WORK EXPERIENCE

This can be arranged:

a. by subject as shown in the example; or

b. by actual jobs held in your work experience. If this method is used you should:

i. always list you last job first, working back toward your first job.

ii. place the dates where they can be seen easily.

Example

Truck driver-mechanic - Arctic Oil Company. April, 1970 - Present. Driving water truck to oil drilling rig. Routine maintenance and lubrication to truck. Supervisor - [illegible].A. Cartier.

Taxi driver - White Cab Co. July, 1969 - March, 1970. Driving taxi in city on various shifts. Handling cash and keeping books of car maintenance records. Left to accept job with the oil company. Supervisor - J.H. White.

B Body of Resume (cont'd.)

⑥

RELATED EXPERIENCE

Experiences that you have had outside of paid jobs that prepare you for employment. These could be hobbies, school activities, etc.

⑦

EDUCATION

List all education and training courses taken. Include:

a. type of training or education.

b. place of training (if college or technical school, list city name).

c. whether you completed course of study or not.

d. date of completion (year only).

⑧

PERSONAL DATA

State pertinent information briefly about yourself.

⑨

REFERENCES

Name people who know you and your work and can tell prospective employers about you. Include:

a. name.

b. address.

c. occupation.

d. telephone number (if you know it).

Obtain permission to use a person as a reference.

Handling Money

An important aspect of being a good homemaker is making the most of the family income. To do this, I plan all purchases of food, clothing and household items, compare price and quality, then make purchases using cash, cheques or credit card. In the home, I share the responsibility with my husband for paying bills and budgeting the income.

As convenor for the hobby club, I am required to collect and count cash at each meeting, make bank deposits and report the balance to club members.

I had to handle cash, cheques and credit purchases and was responsible for my cash float when I worked as a salesclerk.

RELATED EXPERIENCE (6)

In school, I learned to type and use the adding machine. I have developed a good knowledge in matching colors and materials. I have developed my ability to prepare and arrange pleasing displays.

EDUCATION (7)

Completed Grade 11, 1958
Completed evening course in ceramics, Community College, 1970
Completed evening course in sewing, Community College, 1972

PERSONAL DATA (8)

Age - 32
Height - 5'4"
Weight - 115 lbs.
Health - excellent
Marital Status - married, 2 children, ages 7 and 11
Interest - ceramics, sewing and community work

REFERENCES (9)

Mr. John SMYTHE	Mrs. T. CHECKERS	Mrs. Janet BLAIRE
Manager	Operations Supervisor	1515 Maple Drive
Tru-Value Mart	C.N. Communications	Maple Leaf, Saskatchewan
Rosthern, Saskatchewan	Camloops, Saskatchewan	
Tel. (306) 205-7649	Tel. (306) 295-3321	Tel. (306) 765-8693

EXERCISE 2. PREPARING A RESUMÉ

Have the students prepare a resumé of their own personal data, education, training and experience following the model which they have just studied. The student's books have blank pages for this purpose.

EXERCISE 3. ITEMIZED MODEL LETTER OF APPLICATION

The letter of application may be the first sample of your work which a prospective employer sees. From it he will form an opinion about you, your attitudes and abilities. Remember, he may read it before he has even met you, or before he reads a resumé of your qualifications and before he sets a date for a job interview. The letter should leave the employer wanting to know more about you and looking forward to reading your resumé and an interview with you.

HERE IS A GOOD CHECK LIST TO FOLLOW when writing job application letters. Look at the list again after you write your letters.

1. Be brief and to the point.
2. Clearly identify the job you are applying for.
3. State your training and experience.
4. Ask for a job interview.
5. Provide the necessary information to contact you.
6. Write it on one page.

410 Tenth Street East
Hantsport, Nova Scotia
B6N 4K2
November 9, 1973

(1)

Mr. John Reede
Personnel Manager
Reede's Electric
624 Maine Street
HANTSPORT, Nova Scotia

(2)

Dear Sir: (3)

Please consider my application for the job of electrical repairman, advertised in Friday's Beacon. I believe that my training and experience have prepared me to handle the job to your satisfaction. (4)

I am 30 years old, married and have two children. I completed my grade ten at the Fairview High School in May of 1964. Since then, I have taken a 32-week Electrical Construction course at the Tech. For the past four years, I have been employed by Mr. J. Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man. (5)

Enclosed you will find a complete job and personal resumé which includes references. (6)

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted by telephone at (Area Code 902) 864-3291. (7)

Sincerely yours,

Robert Smith (8)

Robert Smith

enc.

(1) RETURN ADDRESS AND DATE. Give your full mailing address and the date you are writing the letter. The month is written in full and not abbreviated.

(2) INSIDE ADDRESS - This is placed at the left margin but lower than the date. It includes:

a. the name of the person to whom you are writing (sometimes the name is not given).

b. the title or position of the person

c. name of the organization or business.

d. the full address.

Notice the punctuation in all parts.

(3) GREETING - The greeting should be the standard business address such as "Dear Sir:" or "Dear Madam:". In the case of applying where "Apply to the Manager" is advertised, "Dear Sir:" is the most appropriate. If no name or position is given and you have the name of the organization only, then direct your letter to "The Manager" in the inside address and use "Dear Sir:" in the greeting.

(4) THE POSITION APPLIED FOR - Give the name, number (if known) or description of the job as it appeared in the advertisement. Also state where you learned of the job opening.

(5) QUALIFICATIONS - Give the important details of your qualifications particularly as they relate to the position you want. If you can, show that you have the qualifications asked for in the advertisement. This is the most important part of the letter. You want the employer to be interested in your qualifications so that he will want to know more about you.

(6) ENCLOSURES - State in a sentence or two what you are enclosing with the letter.

(7) REQUEST FOR AN INTERVIEW - Show that you wish to have a job interview and show that you can be available. State any times you are not available due to work, or other reasons.

(8) CLOSE - Include a complimentary close such as "Sincerely yours" or "Yours truly", sign with your signature and type or print your name. The "enc." at the left means "enclosures" which indicate that you are sending something with the letter. In this case a resumé is enclosed.

EXERCISE 4. Have the students write a letter of application for a given job opening. Newspaper advertisements and a space for writing the letter are provided in the student's book. They should follow the form of the application letter below.

FORM OF APPLICATION LETTER

(Your Street Address)
(City, Province)
(Postal Code)
(Date) (1)

(Name of Employer)
(Street Address or Box Number) (2)
(City, Province)
(Postal Code)

Dear Sir: (or Dear Mr. ----) (3)

(Position Applied For) (4)

(Your Qualifications) (5)

(Training and Experience).

(Enclosures, If Any) (6).

(Request For An Interview) (7).

Sincerely yours,

(Your Signature) (8)

enc. (Your Name Printed)